U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) [X] Elementary [] Middle [] High [] K-12 [] Other
[] Charter [] Title I [] Magnet [] Choice

Name of Principal: Ms. Glenda Scott

Official School Name: Rankin Elementary

School Mailing Address:
1908 Forrest Street
Tupelo, MS 38801-3210

County: Lee State School Code Number*: 4120

Telephone: (662) 841-8950 Fax: (662) 840-1826

Web site/URL: http://www.tupeloschools.com/Rankin/rankin.asp E-mail: glscott@tupeloschools.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Randy McCoy

District Name: Tupelo School District Tel: (662) 841-8850

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Shawn Brevard

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2003.

6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

10	Elementary schools
	Middle schools
1	Junior high schools
1	High schools
2	Other
14	**TOTAL**

2. District Per Pupil Expenditure: 9656

   Average State Per Pupil Expenditure: 8737

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [X] Small city or town in a rural area
   [ ] Rural

4. 7 Number of years the principal has been in her/his position at this school.

   ___ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	**7**			0
K	40	38	78	**8**			0
1	47	42	89	**9**			0
2	43	38	81	**10**			0
3	37	42	79	**11**			0
4			0	**12**			0
5			0	**Other**	3		3
6			0				
		TOTAL STUDENTS IN THE APPLYING SCHOOL					330

6. Racial/ethnic composition of the school:

	% American Indian or Alaska Native
3	% Asian
47	% Black or African American
2	% Hispanic or Latino
	% Native Hawaiian or Other Pacific Islander
48	% White
	% Two or more races
100	**% Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 21 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	36
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	27
(3)	Total of all transferred students [sum of rows (1) and (2)].	63
(4)	Total number of students in the school as of October 1.	294
(5)	Total transferred students in row (3) divided by total students in row (4).	0.214
(6)	Amount in row (5) multiplied by 100.	21.429

8. Limited English proficient students in the school: 7 %

Total number limited English proficient 22

Number of languages represented: 3
Specify languages:

Chinese, Arabic, Spanish

9. Students eligible for free/reduced-priced meals: 63 %

Total number students who qualify: 208

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 16 %

Total Number of Students Served: 52

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

1	Autism	1	Orthopedic Impairment
0	Deafness	8	Other Health Impaired
0	Deaf-Blindness	0	Specific Learning Disability
0	Emotional Disturbance	39	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	2	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	19	0
Special resource teachers/specialists	4	0
Paraprofessionals	11	0
Support staff	5	0
Total number	40	0

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **17 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	98%	98%	96%	99%	97%
Daily teacher attendance	95%	95%	95%	95%	95%
Teacher turnover rate	5%	2%	6%	6%	16%

Please provide all explanations below.

The percentage of teacher turn over in the 2003-2004 was due to spouse relocating for two teachers, one teacher retired, one teacher transferred within the district, and two teachers were nonrenewed.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	**100**	%

PART III - SUMMARY

Rankin Elementary School's vision and mission communicate a focus on developing the whole child and preparing children academically for the future. The vision states that by 2014, Rankin will become one of the top 5 schools in the state, as determined by the state assessment (MCT2) results by maintaining a laser-like focus on literacy, establishing early intervention, providing a curriculum rich in problem solving, and demonstrating knowledge of arts integration. The school's mission is to produce quality citizens and world-class learners who can become productive members of a global society.

Many milestones have been reached since Rankin opened its doors to serve children in 1929. Named for Congressman John E. Rankin, the school was the first in the state built without a bond issue, taxes, or any cost to the city by using donated land and volunteer labor.

Rankin has a rich history and tradition of excellence. A source of pride for the school and community is that Rankin was the first public school in the state of Mississippi to have internet access in every classroom. This early technology focus established Rankin as an innovative school in Tupelo in the early 1990's. Through a philosophy of continuous improvement from that point to the present, the school serves as a model for the district's guided reading initiative. The No Child Left Behind Act increased the accountability of staff by requiring continuous school improvement through adoption of systemic thinking principles. Through shared leadership, the staff sets high expectations for student achievement and maintains quality through a dedication to decision-making through data-driven results.

Rankin's leadership sets the standard for excellence for the entire school. In 2006, Rankin's principal was named the Mississippi Administrator of the Year. Additionally, Rankin's music teacher received the Mississippi Arts Educator of the Year award in 2007.

Rankin, serving 340 students, is one of seven K-3 schools in the Tupelo Public School District. Rankin consistently performs higher than any school in the district and is among the top-performing schools in the state. In addition to exceeding expected growth, Rankin has earned Level 5 accreditation and met Adequate Yearly Progress for the past five years.

Tupelo, a town of 36,000, is identified by national and international sources as a pacesetter in economic development and is the center of a multi-county region that has benefited from rapid growth in retail, industry, and medicine. Likewise, the city's cultural arena has developed during the past 40 years with residents supporting a city Symphony, community theatre, a ballet, an art museum, and a community concert association. The community's arts support permeates many schools in the district. Rankin children receive an educational experience that speaks to the whole child through music, physical education, visual art, and drama.

The community enthusiastically supports the public schools as evidenced by volunteerism through involvement in Parent Teacher Organizations, a district-wide Parent Forum, and site-based strategic planning committees. Most recently, our district and community volunteers completed the major task of reorganizing our K-6 schools into grade configurations that will allow the district to meet the demographic goals identified by the community in the 2005 Valuing Excellence Strategic Plan.
Rankin's strengths lie in the capacity of staff to meet the needs of all children through early response to intervention, data-driven decision making, collaboration with stakeholders, a sharp literacy focus, and an overarching arts initiative. These elements, combined with a visionary instructional leader, position Rankin as a national educational leader.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Assessment data for the Mississippi Curriculum Test is located at http://www.mde.k12.ms.us/ors/ . The data is accessed by clicking on the MAARS link. The Mississippi Department of Education's office of student assessment reports performance indicators for the Mississippi Curriculum Tests as:

• Advanced: Students at the advanced level consistently perform in a manner clearly beyond that required to be successful in the grade or course in the content area. These students are able to perform at a high level of difficulty, complexity, or fluency as specified by the grade-level content standards.
• Proficient: Students at the proficient level demonstrate solid academic performance and mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform at the level of difficulty, complexity, or fluency specified by the grade-level content standards.
• Basic: Students at the basic level demonstrate partial mastery of the knowledge and skills in the course and may experience difficulty in the next grade or course in the content area. These students are able to perform some of the content standards at a low level of difficulty, complexity, or fluency as specified by the grade-level content standards.
• A student performing below the basic level inconsistently demonstrates the knowledge or skills that define basic level performance and receives an indicator of Minimal.

Scores reported for the years 2003-2007 for Rankin's students are consistently leading the data at the district and state levels in Reading, Language, and Mathematics. From 2003-2004 through 2006-2007, Rankin's scores steadily improved. The subgroup scores improved as well and indicated ninety percent or more of the students performing at proficient and advanced levels.

The Mississippi Department of Education revamped the state assessments and began publishing the scores for the Mississippi Curriculum Test – 2nd Edition in 2007-2008. Mississippi's state-level data indicates a significant drop in percentage of students performing at proficient and advanced levels. Dr. Hank Bounds, state superintendent of education stated, "We have raised the bar for Mississippi's children. We know that they are just as smart as the boys and girls in other states, and we have expectations that reflect our confidence in their abilities. By raising expectations, we are preparing our students to compete with students from around the world for opportunities in their chosen fields and in higher education."

The test results, at the state level and in the local schools, appear much lower this year because of the more rigorous standards, but Dr. Bounds emphasized the scores from 2007-2008 cannot be compared in any way to the previous year's scores.
In 2007-2008, 50.9 percent of students in the state scored proficient or advanced in Reading, while 61.1 percent of students in Tupelo Schools and 71.2 percent of Rankin's third graders scored proficient or advanced. In Mathematics, 57.5 percent of Mississippi students, 72.5 percent of Tupelo students, and 93.2 percent of Rankin students scored proficient or advanced. Of the subgroups reported, 100 percent of disadvantaged students and 89.6 percent of Black students performed at the proficient or advanced levels. In 2007-2008, no students with disabilities were alternately assessed. Additionally, Rankin tests 100 percent of its students. The data shows that Rankin students consistently outscore the Mississippi and Tupelo Public School District average scores in Language, Reading, and Mathematics. The majority of Rankin students exceed standards set in Mississippi.

2. **Using Assessment Results:**

Rankin drives higher student learning by using assessment data in the decision-making process to improve teaching and learning. Teachers are trained in using the Student Assessment Database (SAD) to track learners' achievements. The purpose of this database is twofold. First, teachers track their classes by state and national assessments. This information is broken into subparts that allow teachers to assess their instruction in skill-specific areas. By tracking this data over time, teachers are able to determine which areas of instruction need to be researched and improved. Secondly, teachers are able to track student achievement over time in skill specific areas. Based on this data, lesson plan documentation illustrates specific accommodations for each group of learners.

Each grade level uses an age-appropriate assessment to obtain results for planning and to guide instruction at the beginning of the school year. Kindergarten and first grade students new to the district are given the Early Prevention of School Failure (EPSF). Students are assessed again in December and April. The EPSF test identifies each child's learning style and developmental level in language, auditory, visual, and motor areas. In grades first through third, Fountas and Pinnell is used to assess students' reading ability. Orchard and Envision Math are used, depending on grade level, to assess mathematical concepts. These assessments are given again in December as teachers reevaluate students and restructure groups. Struggling learners who are identified as needing additional, intensive instruction from these assessments are placed in the Tier process. At Tier II, an intervention activity is written by the classroom teacher based on the assessment data. Every two weeks, the student is assessed, the activity is re-evaluated for effectiveness, and modified as needed.

3. **Communicating Assessment Results:**

All students at Rankin are given a thorough series of assessments during the first weeks of the school year to determine reading levels, strengths, and deficiencies. These assessments include a district-wide universal screener in language arts and math, Orton Gillingham post-kindergarten screener, Fountas and Pinnell reading records, STAR reading and math, and the Envision Math placement test. Reports are created by teachers and/or generated by computer and promptly communicated to parents. We explain the data and the implications of the reports through parent conferences, Teacher Support Team meetings, and daily communication logs. These communications explain how test data results guide instruction in the classroom, in areas such as targeted daily interventions and ability grouping. On-going assessment and data results are communicated immediately to the parents as student progress is monitored.

Active Parent is a practical service accessible to all parents, guardians, and students. Stakeholders are given the opportunity to view individual school records including grades, absentees, and tardiness on a daily basis via the Internet. Teachers are responsible for grading assignments and entering them in a timely fashion. Rankin teachers promote parent awareness through our Web-based newsletters, which are vehicles to inform parents and students of pending test dates, study tips, and test taking strategies. Results of the school's overall performance on standardized tests are published in the local newspaper, and the No Child Left Behind Report Card is posted on the school website. Teachers regularly schedule parent conferences to discuss student progress. Weekly assessments, progress reports, and report cards are sent home in the students' daily communication folders. The school's Public Relations Team, co-chaired by the school counselor and the family-school coordinator, creates informational brochures containing grade level student achievement goals and assessment information for distribution to parents and the community.

4. **Sharing Success:**

Rankin's school culture reflects the attributes of a community of learners. Its open door policy and willingness to share strengths and innovations with schools in the district and surrounding counties characterize the philosophy of this learning community. The hallmark of our success is maintaining a focus on literacy, instructional coaching, collaboration, on-site staff professional development, and early response to

interventions. Elementary school staff observes our literacy centers; guided reading practices; data-driven, differentiated instruction and implementation plans; arts integration; and the effective use of staff in providing interventions and enrichment.

Rankin's Website and local media coverage provide educators with a snapshot of this learning community. These communications spark initial interest in the school and lead to the development of relationships with other schools. The principal and a significant number of staff serve in leadership positions in their designated content areas; and Rankin's physical education and music teachers present at schools, universities, state and national conferences. Presentations at district Parent Forum meetings, civic groups, industries, and foundations provide additional avenues for sharing. Frequently presented topics include the Toyota QUEST model, closing the achievement gap, arts integration strategies, guided reading strategies, authentic assessment, best practices, and technology. The music and physical education teachers serve as model teachers for organizations such as the Mississippi Arts Commission and Arts Education Partnerships in Washington, D.C.

If awarded A Blue Ribbon status, the school's credibility would soar. The award would provide a notoriety that will encourage Rankin staff to pursue expanded opportunities of sharing successes on the state, as well as regional and national, level. The driving force behind Rankin's success is meeting the needs of each and every child. A Blue Ribbon award would confirm to the staff that their relentless pursuit for excellence had been acknowledged at the highest level.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Rankin Elementary School serves the community by providing rigorous and relevant curriculum for its students. The school's mission focuses on producing world- class learners. In order to ensure quality learning, instructional consistency is provided through a curriculum that is vertically and horizontally aligned with state standards. Further, Rankin's guided reading instruction is based on the best practice of small group and differentiated instruction. Students are engaged in word work activities, fluency building procedures, and comprehension strategies. Each student is matched with a developmentally-appropriate leveled reader. The teaching of comprehension strategies is driven by the rigor of the state curriculum and has become a focus in Rankin's literacy program. Harvey's Strategies That Work (1st and 2nd editions) is a major resource in educating the staff. Language and writing objectives along with thematic-based activities are integrated throughout the curriculum.
Mathematics is taught by utilizing the rigorous competencies of the Tupelo Public School Curriculum that are aligned with the National Mathematics Standards. Instruction includes a daily spiraled review, vocabulary developed through concepts, hands-on activities, guided practice, and assessment. A priority component involves the elements of critical thinking and problem solving. By interweaving Norman Webb's Depth of Knowledge into the curriculum, the children's minds are challenged to a higher level of thinking. Multimedia software is utilized to individualize student learning. In addition, the uses of manipulatives support the mastery of grade-level math objectives.

Throughout the curriculum, the arts play a valuable role in making natural connections by reinforcing academic skills, promoting critical thinking skills, and engaging students in all areas. Additionally, certified specialists provide instruction in media, music, physical education, technology, Spanish, and visual arts.

Utilizing staff members' training and knowledge gained from the Southeast Center for the Arts (a Disciplined Based Arts Program), the Mississippi Arts Commission's Whole Schools Initiative training program, and incorporating Understanding by Design and Parallel Curriculum models, the staff enriches the school's curriculum by implementing Wigging's backward design model in their interdisciplinary thematic units. The process involves naming themes that are broad enough to encompass the academic and art skills, including National Standards and the district's curriculum that exceeds the state curriculum. The staff engages in curriculum mapping and planning to identify curriculum gaps and grade-level overlaps in curriculum.

Unit design begins with the identification of a performance task and what students should know after a unit of study. The guiding questions are: What are the intended outcomes and goals?; Why is this lesson important?; and How will we get there meeting each student's needs and learning styles? Science, Social Studies, and Language Arts are presented in relevant, rigorous, and engaging avenues through these units, but are also supplemented with state-adopted texts and a wealth of remedial and enrichment resources. Performance-based tasks provide real-life, pertinent ways for students to demonstrate their knowledge and comprehension of skills.

Because of staff development activities and planning, teachers are now aware of students' prior knowledge and are able to strengthen their schema and scaffold their learning. Project-based learning allows the students to grasp concepts and make connections in science, social studies, math, language arts, and the arts. Units are designed with the big ideas, essential questions that evoke higher-order thinking skills and engage students in the learning process. Every year test data is analyzed and projects are planned based on the curriculum and students' needs.

2a. **(Elementary Schools) Reading:**

Rankin Elementary and the Tupelo Public School district have adopted the guided reading model to deliver reading instruction to our students. This model allows students to receive appropriate instruction on an individual level and progress forward, as opposed to receiving generalized instruction with a basal reading program. Each student meets daily with the teacher and peers on similar levels for intensive small group instruction. This instruction focuses on the progression of reading skills, such as beginning with the most basic concepts about print and moving toward becoming a fluent, comprehending reader. During group time, teachers focus on word work, high frequency words, phonemic elements, comprehension strategies, and fluency rate, intonation, and phrasing. Students are assessed on book knowledge using various probes related to making connections, questioning, evaluating text, justifying responses, making predictions and monitoring reading for literal meaning in the text responses. Daily during a shared reading time, each classroom teacher provides students with exposure to higher level vocabulary; self expression time; and deep discussion relating literature to the students' lives, other texts, and the world.

Universal screeners are used to assess students three times per year—beginning of school, mid-year, and end of year—to note significant gains in the areas of instructional reading level, independent reading level, comprehension, and fluency. The standard for promotion to the next grade level and expectations set for students at Rankin far exceed those set by even the publishers of the assessments used, Fountas and Pinnell. Parents are valued partners in ensuring students meet the lofty grade level literacy goals. Rankin teachers use assessment results to drive instruction and to plan appropriate lessons for each student. Frequent, on-going assessments track each child's progress. As gaps are identified, interventions or enrichment activities are

3. **Additional Curriculum Area:**

In order to achieve the school's mission, students are exposed to a math curriculum where the emphasis is placed on lessons designed with the following criteria: state and national standards, student centered learning activities, inquiry and problem solving, critical thinking, and application. Students have adequate time, space and manipulatives to complete the tasks. Rankin's math curriculum is rigorous, relevant, and engaging. Mathematic competencies are aligned with national and state standards.

Problem-solving skills are developed as students are assigned guided and independent practice in the critical thinking process. For example, students are challenged to think at higher levels when asked to justify their thinking in relation to new concepts. Students demonstrate their knowledge by reasoning, computing, graphing, or illustrating a theory. These mathematical applications support Webb's Depth of Knowledge.

Developmentally appropriate activities are incorporated in re-teaching guided practice, and independent enrichment tasks. Technology resources provide a multimedia component which included guided practice, quick check assessments, and aids students in observing a concept presented in an engaging and relevant approach. Interactive learning is enhanced when students can make connections with real-world scenarios.

Differentiated learning occurs in a variety of ways. Accommodations for ELL students, as well as children needing alternative methods, are provided by the teacher utilizing think aloud strategies, rephrasing thoughts and concepts, using repetition, and, if needed, speaking in his or her native language. Intervention activities are based on assessment data that identifies gaps and misunderstandings.

High quality math instruction is ensured through professional development which consists of instructional and peer coaching. Teachers address various learning styles by including the arts, tactile and sensory manipulatives, and pictorial learning. Visual concept development strategies (graphic organizers, number webs, and word webs), guided essential questions and big ideas engage students in comprehending the math idea and how it is developed.

4. **Instructional Methods:**

Rankin's staff differentiates instruction by creating learning environments that seek to maximize each student's full potential. Students are given multiple options for learning content, making sense of ideas through a variety of processes, and expressing what they know and what they have learned by varied methods streamlined through a relevant, rigorous, and engaging curriculum.

Delivering instructional content includes aligning tasks and objectives to individual student learning goals derived from data gathered from periodic progress monitoring that occurs before, during, and following the instructional sequence. Expectations for each student are based on statewide testing and national standardized test data.
After baseline assessments are administered, prescriptive, individualized learning plans are designed for each student whereby they are paired with the interventionists and specialists trained to deliver each. For example, the arts specialist and the counselor provide interventions for ELL students. Another interventionist works with developmentally-delayed kindergarten students based on data from the Early Prevention of School Failure Assessment. First grade students who lack basic reading skills are served additionally by a Guided Reading Specialist. Two reading interventionists work with 2nd and 3rd grade students who do not screen into special education services and often "fall between the cracks." Behavioral interventionists and Positive Behavior Support Teams help implement Functional Behavior Plans. The RTI (Response to Intervention) team monitors student progress monthly to adjust individual learning plans.

Tools for instruction vary and provide ways to deliver, enhance, remediate, and practice learnings. Research based programs such as Scottish-Rites aid students with dyslexic tendencies. Differentiated instruction, such as changing student grouping and modifying testing or instructional delivery, are employed. Strategies such as read aloud, verbal tests, shortened or more frequent tests, extended time for test completion, scribe for written responses, and a quiet place for testing are utilized to serve students individually.

5. **Professional Development:**

Rankin's professional development plan is designed to support a learning community concept. The school's vision and goals have student learning as the focus, and the professional development plan supports the areas of need identified by data. Individual and collective performance of the staff is enhanced through collaboration, which the staff views as the cornerstone of Rankin's professional development plan. All teachers are observed regularly by the principal and the site-based literacy coach. Concluding the observations, coaching sessions are centered on improving teacher knowledge of content and the teachers' repertoire of instructional strategies. Teachers collaborate during peer coaching sessions to assist in making informed decisions about best practices and interventions.

Teachers participate in Fountas and Pinnell training, the reading benchmark assessment tool, to help identify strengths and weaknesses in reading for each student. The on-site literacy training provided by Rankin's reading specialist has been instrumental in providing Rankin staff with the strategies to meet the school's 90% literacy goal. The expectation is that 90% of students in each grade will be reading at or above grade level. Additionally, the school's professional development plan also impacts student achievement is in the areas of problem solving and critical thinking. Data analysis supported a need for improvement in the staffs' capacity to design questions which support Webb's Depth of Knowledge framework. Lead teachers attended DOK and QUEST training, and implemented both concepts in the classroom. QUEST and DOK trainings support teachers in their drive to improve their questioning techniques, which in turn led to improved performance for the third graders on the MCT2 math subskills test. Through Rankin's professional development plan, collaboration, inquiry, practice and peer reflection are identified as attributes which positively impact continuous student achievement.

6. **School Leadership:**

The leadership structure is anchored on central issues of teaching and continuous school improvement. In realizing that our foundation is set by establishing clear, measurable goals, meaningful teamwork, and the regular collection and analysis of performance data, the principal: promotes a sense of shared leadership, open communication, and collaborative problem-solving; communicates student achievement expectations and assessment results to staff and parents through weekly newsletters, the interactive school website, and special home publications; develops a systematic monitoring system to track student progress and plan for needed instructional strategies; maintains a site-based strategic plan with input from stakeholders consisting of students, parents, teachers, and the community to ensure continuous improvement; provides and protects time for teachers to meet with other teachers to discuss students' work and to promote teamwork; and understands the power and necessity of using student work as the focus for conversations among teachers and adults.

The leadership recognizes that a quality school is comprised of staff who are performance driven, motivated to succeed, and are life-long learners. With this philosophy in mind, the principal and district administration provide opportunities for staff development to learn about research-based strategies. Teachers are provided mentors and common grade-level planning, cross grade- level planning, planning with interventionists and support staff, and planning with arts specialists to develop and monitor individualized learning plans for all students. The principal monitors RTI teams and makes certain that assessment, curriculum, and instruction are aligned. Weekly monitoring of teacher lesson plans and examinations of individualized learning plans ensure success of all students. Interpretation and assimilation of on-going student assessment data by the principal and staff ensure individualized instruction.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Mississippi Curriculum Test

Edition/Publication Year: Version One- 2000-01/Version Two- 2007-2008

Publisher: CTB/McGraw-Hill/Pearson Educational

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	93	100	100	98	100
% Advanced	39	80	79	65	76
Number of students tested	59	60	66	60	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	1	1
Percent of students alternatively assessed	0	2	2	2	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	100	100	100	96	100
% Advanced	23	64	64	35	58
Number of students tested	26	25	28	23	33
2. Racial/Ethnic Group (specify subgroup): Black					
% Proficient plus % Advanced	90	100	100	96	100
% Advanced	17	62	71	38	55
Number of students tested	29	21	28	24	29
3. (specify subgroup): White					
% Proficient plus % Advanced	96	100	100	100	100
% Advanced	67	91	82	82	93
Number of students tested	24	35	34	33	41
4. (specify subgroup): Disabilities					
% Proficient plus % Advanced	0	0	0	0	100
% Proficient plus % Advanced	0	0	0	0	53
Number of students tested	0	0	0	0	15

Notes:

Subject: Reading Grade: 3 Test: Mississippi Curriculum Test

Edition/Publication Year: Version One-2000-2001/Version Two - 2007-2008 Publisher: CTB/McGraw-Hill/Pearson Educational

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	71	97	97	91	93
% Advanced	32	50	50	47	52
Number of students tested	59	60	66	58	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	1	1
Percent of students alternatively assessed	0	2	2	2	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	58	92	97	95	85
% Advanced	12	36	27	27	38
Number of students tested	26	25	28	21	34
2. Racial/Ethnic Group (specify subgroup): Black					
% Proficient plus % Advanced	62	95	96	96	83
% Advanced	14	38	25	41	28
Number of students tested	29	21	28	22	29
3. (specify subgroup): White					
% Proficient plus % Advanced	88	97	97	97	100
% Advanced	52	57	65	52	69
Number of students tested	24	35	34	33	42
4. (specify subgroup): Disabilities					
% Proficient plus % Advanced	0	0	0	0	69
% Proficient plus % Advanced	0	0	0	0	31
Number of students tested	0	0	0	0	16

Notes: